

ABSTRAK

Rendahnya hasil belajar matematika siswa pada materi aljabar disebabkan oleh kesulitan siswa dalam memahami konsep variabel, koefisien, konstanta, dan operasi bentuk aljabar serta rendahnya keaktifan siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa melalui penerapan model Problem Based Learning (PBL) berbasis Deep Learning melalui Perencanaan Pembelajaran Mendalam (PPM). Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus yang meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 32 siswa kelas VII A SMP Negeri 25 Malang Tahun Ajaran 2025/2026. Teknik pengumpulan data menggunakan observasi, tes hasil belajar, dokumentasi, dan catatan lapangan. Data dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan model Problem Based Learning (PBL) berbasis Deep Learning melalui Perencanaan Pembelajaran Mendalam (PPM) dapat meningkatkan hasil belajar siswa. Nilai rata-rata siswa meningkat dari 43,34 pada pra-siklus menjadi 70,10 pada Siklus I dan 72,97 pada Siklus II. Persentase ketuntasan belajar klasikal juga meningkat dari 37,50% pada Siklus I menjadi 78,13% pada Siklus II sehingga telah mencapai indikator keberhasilan yang ditetapkan. Selain itu, aktivitas guru dan siswa selama proses pembelajaran mengalami peningkatan dengan kategori baik hingga sangat baik. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan model Problem Based Learning (PBL) berbasis Deep Learning melalui Perencanaan Pembelajaran

Mendalam (PPM) efektif dalam meningkatkan hasil belajar matematika siswa kelas VII A SMP Negeri 25 Malang pada materi aljabar.

Kata kunci: Problem Based Learning, Deep Learning, Perencanaan Pembelajaran Mendalam, hasil belajar, aljabar.



ABSTRACT

The low mathematics learning outcomes of students in algebra were caused by difficulties in understanding the concepts of variables, coefficients, constants, and algebraic operations, as well as low student participation during the learning process. This study aimed to improve students' learning outcomes through the implementation of a Deep Learning-based Problem Based Learning (PBL) model supported by Deep Learning Lesson Planning (Perencanaan Pembelajaran Mendalam/PPM). The study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model conducted in two cycles consisting of planning, action, observation, and reflection stages. The subjects were 32 Grade VII A students of SMP Negeri 25 Malang in the 2025/2026 academic year. Data were collected through observation, learning achievement tests, documentation, and field notes. The data were analyzed using descriptive quantitative and qualitative techniques. The results showed that the implementation of the Deep Learning-based Problem Based Learning (PBL) model through Deep Learning Lesson Planning (PPM) improved students' learning outcomes. The average score increased from 43.34 in the pre-cycle to 70.10 in Cycle I and 72.97 in Cycle II. The percentage of classical learning mastery also increased from 37.50% in Cycle I to 78.13% in Cycle II, meeting the predetermined success criteria. In addition, teacher and student activities improved from good to very good categories. It can be concluded that the implementation of a Deep Learning-based Problem Based Learning (PBL) model through Deep Learning Lesson Planning (PPM) was

effective in improving the mathematics learning outcomes of Grade VII A students at SMP Negeri 25 Malang on algebra material.

Keywords: Problem Based Learning, Deep Learning, Deep Learning Lesson Planning, learning outcomes, algebra.

